

## WACCAMAW ELEMENTARY

251 Claridy Road  
Conway, SC 29526

**GRADES** PK-5 Elementary School

**ENROLLMENT** 556 Students

**PRINCIPAL** Barbara Ammons 843-347-4684

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	36	57	4	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Unsatisfactory	N/A
<b>2002</b>	Good	Good	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Below Average	No

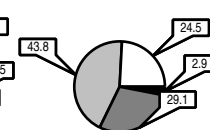
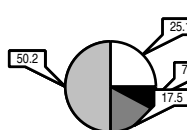
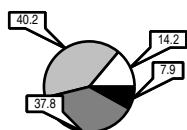
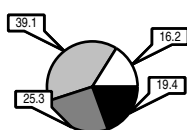
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	289	99.7	13.8	40.3	37.9	7.9	56.1	Yes	Yes
<b>Gender</b>									
Male	146	99.3	14.3	44.4	34.9	6.3	51.6		
Female	143	100.0	13.4	36.2	40.9	9.4	60.6		
<b>Racial/Ethnic Group</b>									
White	183	100.0	9.3	37.0	42.6	11.1	64.2	Yes	Yes
African-American	88	100.0	26.3	42.1	28.9	2.6	40.8	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	15	93.3	0.0	66.7	33.3	0.0	50.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	227	99.6	7.7	36.4	46.2	9.7	68.7		
Disabled	62	100.0	34.5	53.4	10.3	1.7	13.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	289	99.7	13.8	40.3	37.9	7.9	56.1		
<b>English Proficiency</b>									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	281	100.0	14.2	39.4	38.2	8.1	56.9		
<b>Socio-Economic Status</b>									
Subsidized meals	215	99.5	16.1	44.1	36.6	3.2	50.5	Yes	Yes
Full-pay meals	74	100.0	7.5	29.9	41.8	20.9	71.6		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	289	100.0	16.5	39.0	25.2	19.3	57.1	Yes	Yes
<b>Gender</b>									
Male	146	100.0	15.7	41.7	23.6	18.9	55.9		
Female	143	100.0	17.3	36.2	26.8	19.7	58.3		
<b>Racial/Ethnic Group</b>									
White	183	100.0	8.6	36.4	27.8	27.2	69.8	Yes	Yes
African-American	88	100.0	32.9	42.1	18.4	6.6	32.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	15	100.0	15.4	53.8	30.8	0.0	46.2	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	227	100.0	11.7	35.7	28.1	24.5	65.3		
Disabled	62	100.0	32.8	50.0	15.5	1.7	29.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	289	100.0	16.5	39.0	25.2	19.3	57.1		
<b>English Proficiency</b>									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	281	100.0	16.3	39.0	24.8	19.9	57.3		
<b>Socio-Economic Status</b>									
Subsidized meals	215	100.0	19.8	42.8	24.6	12.8	50.8	Yes	Yes
Full-pay meals	74	100.0	7.5	28.4	26.9	37.3	74.6		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	88	100.0	13.2	30.9	54.4	1.5	55.9
	<b>Grade 4</b>	87	100.0	7.6	46.8	41.8	3.8	45.6
	<b>Grade 5</b>	115	100.0	12.1	60.6	26.3	1.0	27.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	96	100.0	14.9	25.5	44.7	14.9	59.6
	<b>Grade 4</b>	96	100.0	15.8	45.3	34.7	4.2	38.9
	<b>Grade 5</b>	97	100.0	11.6	54.7	31.6	2.1	33.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	88	100.0	17.6	50.0	25.0	7.4	32.4
	<b>Grade 4</b>	87	100.0	6.3	45.6	26.6	21.5	48.1
	<b>Grade 5</b>	115	100.0	12.1	54.5	19.2	14.1	33.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	96	100.0	19.1	43.6	22.3	14.9	37.2
	<b>Grade 4</b>	96	100.0	15.8	48.4	22.1	13.7	35.8
	<b>Grade 5</b>	97	100.0	13.7	35.8	25.3	25.3	50.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 556)				
First graders who attended full-day kindergarten	88.9%	N/C	100.0%	100.0%
Retention rate	2.5%	Up from 2.4%	3.4%	2.7%
Attendance rate	95.7%	Down from 95.8%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.5%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	11.8%		3.6%	3.5%
Eligible for gifted and talented	16.6%	Up from 15.3%	10.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Down from 11.6%	9.2%	8.2%
Older than usual for grade	0.5%	Up from 0.4%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Down from 1.8%	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	44.4%	Down from 46.3%	46.9%	51.4%
Continuing contract teachers	91.1%	Down from 92.7%	87.5%	87.5%
Highly qualified teachers**	94.7%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	95.3%	Up from 93.0%	86.8%	86.7%
Teacher attendance rate	93.4%	Down from 93.6%	94.7%	94.9%
Average teacher salary	\$40,423	Up 2.7%	\$39,920	\$40,760
Prof. development days/teacher	24.1 days	Up from 13.8 days	13.2 days	12.4 days

School				
Principal's years at school	5.5	Up from 4.5	3.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 19.2 to 1	18.6 to 1	18.9 to 1
Prime instructional time	88.6%	Down from 88.9%	89.5%	90.0%
Dollars spent per pupil*	\$6,438	Up 5.1%	\$6,057	\$6,044
Percent of expenditures for teacher salaries*	63.5%	Down from 65.9%	65.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Waccamaw Elementary is a school committed to providing the best academic opportunities for all our students. Our staff is dedicated and well-trained to provide academic opportunities that are appropriate for each student. Because of our ongoing commitment to excellence, our school was recognized by the Education Oversight Committee as a school that is "closing the gap" between all levels of students regardless of race, gender, or economic status.

Our instructional programs were modified this past year to meet the needs of our students. The 2003-2004 school year was the first year of a four-year commitment with a national literacy initiative called Cornerstone. Our students were challenged this year to become proficient readers and writers as we concentrated on the deep reading comprehension strategies in all grades. The teachers were also involved in the learning of what readers and writers need to know to be proficient in English Language Arts. The students have shown tremendous growth in using the comprehension strategies in all areas of reading and writing. In math, we continued using Team Time to remediate deficiencies and reinforce learning in focus groups.

Waccamaw Elementary continues to improve each year as evident by the PACT and MAP scores. We realize that we must study all test results carefully to know what each student needs and make plans to ensure that growth continues for all students. We continue to address our motto of eliminating excuses, examining attitudes, encouraging students, and endeavoring to model. One way our staff accomplishes this is to meet twice a month with a curriculum coach to examine our teaching practices and to create quality plans that address the state's standards. Waccamaw Elementary is dedicated to providing quality instruction at the appropriate level to all our students. This can only be achieved through the continued support of the parents as the school and home strives to provide an appropriate academic program for all our students. If you have any questions about the report card, don't hesitate to call the school and talk to an administrator or teacher. Your questions and input are valuable to the school as we continue to strengthen the academic programs at Waccamaw Elementary.

Barbara Ammons, Principal

Terri Cox, School Improvement Council Chairperson 2003-04

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	41	94	74
Percent satisfied with learning environment	97.5%	97.9%	86.3%
Percent satisfied with social and physical environment	100.0%	80.6%	91.9%
Percent satisfied with home-school relations	65.9%	94.6%	77.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.